

The Use of Short Video Clips in Improving Students' Listening Skills in Identifying Specific Information at STKIP Muhammadiyah Aceh Barat Daya

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Abstract

Listening is an essential skill in English language learning, yet many EFL learners experience difficulties in understanding spoken English and identifying specific information. This study aimed to investigate the use of short video clips in improving students' listening skills in identifying specific information at STKIP Muhammadiyah Aceh Barat Daya. This study employed a quantitative approach with a quasi-experimental pre-test and post-test control group design. The participants consisted of 30 students from the sixth and eighth semesters of the English Education Department, who were divided into an experimental group and a control group. The experimental group received listening instruction using four short video clips, while the control group received conventional listening instruction. Data were collected through a 20-item multiple-choice listening comprehension test and analyzed using descriptive statistics and independent-samples t-tests. The results showed that the mean score of the experimental group increased from 44.33 in the pre-test to 73.33 in the post-test, while the control group increased from 26.67 to 52.33. The independent-samples t-test showed a significance value of 0.000, which was lower than 0.05, indicating a statistically significant difference between the post-test scores of the two groups. Therefore, the findings demonstrate that the use of short video clips significantly improved students' listening skills in identifying specific information. The study suggests that short video clips can serve as an effective and engaging audiovisual medium for supporting listening instruction in EFL classrooms.

Keywords: Short Video Clips, Listening Skills, Specific Information

Abstrak

Menyimak merupakan salah satu keterampilan penting dalam pembelajaran bahasa Inggris, tetapi banyak pembelajar EFL (English as a Foreign Language) mengalami kesulitan dalam memahami bahasa Inggris lisan dan mengidentifikasi informasi spesifik. Penelitian ini bertujuan untuk mengetahui penggunaan klip video pendek dalam meningkatkan keterampilan menyimak mahasiswa dalam mengidentifikasi informasi spesifik di STKIP Muhammadiyah Aceh Barat Daya. Penelitian ini menggunakan pendekatan kuantitatif dengan desain kuasi-eksperimen berupa pre-test dan post-test dengan kelompok kontrol. Partisipan penelitian terdiri dari 30 mahasiswa semester enam dan delapan Program Studi Pendidikan Bahasa Inggris yang dibagi menjadi kelompok eksperimen dan kelompok kontrol. Kelompok eksperimen menerima pembelajaran menyimak menggunakan empat klip video pendek, sedangkan kelompok kontrol menerima pembelajaran menyimak secara konvensional. Data dikumpulkan melalui tes pemahaman menyimak yang terdiri dari 20 soal pilihan ganda dan dianalisis menggunakan statistik deskriptif serta uji independent-samples t-test. Hasil penelitian menunjukkan bahwa nilai rata-rata kelompok eksperimen meningkat dari 44,33 pada pre-test menjadi 73,33 pada post-test, sedangkan kelompok kontrol meningkat dari 26,67 menjadi 52,33. Hasil independent-samples t-test menunjukkan nilai signifikansi sebesar 0,000, yang lebih kecil dari 0,05, yang menunjukkan adanya perbedaan yang signifikan secara statistik antara nilai post-test kedua kelompok. Oleh karena itu, hasil penelitian menunjukkan bahwa penggunaan klip video pendek secara signifikan meningkatkan keterampilan menyimak mahasiswa dalam mengidentifikasi informasi spesifik. Penelitian ini menunjukkan bahwa klip video pendek dapat menjadi media audiovisual yang efektif dan menarik untuk mendukung pembelajaran menyimak di kelas EFL.

Kata kunci: Klip Video Pendek, Keterampilan Menyimak, Informasi Spesifik

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INTRODUCTION

Among the four language competencies targeted in EFL instruction, listening occupies a central position because it directly enables learners to grasp spoken discourse and respond appropriately in real communication. Unlike reading, which allows a learner to pause and reread at will, listening forces the brain to process sound the instant it occurs, and this real-time pressure is precisely what makes the skill so hard for many students to build. Limited vocabulary, unfamiliar pronunciation, varying accents, and the natural pace of native speech all compound the difficulty, leaving listening as one of the competencies students struggle with most.

Listening is a complex language skill that requires learners to process spoken language and construct meaning from the information they hear. Ur (1984) explains that listening comprehension involves more than simply hearing sounds, as learners need to understand and interpret spoken messages. In the context of English language learning, students may experience difficulties because spoken language is often delivered at different speeds and contains unfamiliar vocabulary, pronunciation, and expressions. Nation and Newton (2009) emphasize that effective listening instruction should provide learners with meaningful and purposeful opportunities to listen to spoken language. Therefore, listening activities should be designed to help learners focus on relevant information and develop specific listening abilities through appropriate and comprehensible input.

The ability to understand spoken English is also influenced by the context in which the language is presented. Flowerdew and Miller (2005) state that second-language listening comprehension involves the interaction between linguistic knowledge and contextual knowledge. Learners can use contextual information to support their interpretation when they encounter unfamiliar words or expressions. In addition, Brown (2004) explains that listening involves several sub-skills, including the ability to identify specific information and details from spoken language. Therefore, students need opportunities to practice listening for particular purposes, such as identifying names, places, numbers, times, activities, and other relevant details. In this regard, Harmer (2007) highlights the importance of using appropriate and engaging learning materials to support English language instruction. Audiovisual materials, including short video clips, can provide learners with spoken language accompanied by meaningful visual contexts, making listening activities more engaging and potentially helping students focus on specific information.

Beyond its role in classroom testing, listening is also treated in second-language-acquisition literature as the channel through which learners first encounter the target language. Vandergrift and Goh (2012) note that genuine listening comprehension is not passive; it calls on learners to draw on cognitive and metacognitive strategies simultaneously as they interpret what they hear, track their own understanding, and adjust their interpretation in real time. For this reason, strengthening listening ability is closely tied to overall gains in English proficiency.

In recent years, audiovisual materials have become increasingly used in language learning, particularly in developing students' listening skills. Short video clips provide learners with both auditory

and visual input, allowing them to listen to spoken English while observing visual information such as facial expressions, gestures, actions, and situational contexts. This combination can help learners understand spoken language and identify specific information presented in authentic communication.

Short video clips or audiovisual materials also carry learners into natural, unscripted communication, a very different register from the tidy, pre-planned dialogues found in most textbooks. Because movies expose students to a wide range of accents and everyday expressions used by native speakers, they build listening skills in a context that feels meaningful rather than artificial, and their entertainment value tends to keep learners more engaged than a conventional classroom exercise. Repeated exposure through film also familiarizes students with the pronunciation patterns, intonation, stress, and pacing of authentic spoken English features that textbook recordings rarely reproduce. Field (2008) makes a similar point, noting that authentic listening material exposes learners to reduced forms and connected speech that scripted material tends to avoid, which in turn supports listening development.

(Amalia et al., 2019) reached a comparable conclusion, describing audiovisual materials as an effective medium for listening instruction because they combine authentic spoken input with meaningful communicative contexts. Learners can hear natural pronunciation, accent variation, and everyday expressions while the accompanying visuals, such as facial expressions, body language, gestures, and situational cues, help them understand and identify specific information from spoken English. The combination of auditory and visual input allows learners to process language in context while focusing their attention on important details presented in the dialogue. In this way, short video clips can support listening development while providing an engaging and manageable learning experience for EFL learners.

Mayer's (2009) Cognitive Theory of Multimedia Learning provides a theoretical foundation for the use of short video clips in language learning. The theory explains that learners process information through two separate but interconnected channels: an auditory channel for processing verbal information and a visual channel for processing images and other visual information. Short video clips can therefore provide learners with both auditory and visual input, which may help them construct meaningful connections between spoken language and visual context. In listening instruction, this combination may support learners in understanding spoken English and identifying specific information from the listening materials.

Richards (2008) emphasizes the importance of providing learners with opportunities to listen to spoken English in meaningful and authentic contexts. Short video clips can serve as useful audiovisual materials because they expose learners to natural spoken language, including pronunciation, intonation, expressions, and different speaking rates. Through contextualized listening activities, students can be encouraged to focus on specific information and develop their ability to identify relevant details from spoken English.

The use of short video clips may also provide practical advantages in listening instruction. Compared with full-length films, short video clips are more manageable in terms of classroom time and can allow teachers to focus on specific learning objectives. Their shorter duration may help students maintain attention and concentrate on particular details in spoken language. In addition, teachers can select clips that contain relevant vocabulary, expressions, and contextual information that are appropriate for students' learning needs. Therefore, short video clips can be used as focused audiovisual materials to help students develop their ability to identify specific information in spoken English.

Previous studies have demonstrated the potential of audiovisual materials in supporting students' listening comprehension. (Hayati & Mohmedi, 2011), investigated the effect of using films with and without subtitles on the listening comprehension of English as a foreign language learners. Their findings showed that audiovisual materials could support learners' listening comprehension, although the use of subtitles influenced the extent of learners' comprehension. The findings suggest that films can provide learners with meaningful exposure to spoken English and contextual information that may support their understanding of listening materials.

Similarly, Ebrahimi and Bazae (2016) examined the effects of using movies on the listening comprehension of English as a foreign language learners. Their study demonstrated the potential of movies as an instructional medium for improving learners' listening comprehension. Although previous studies have examined the use of films and movies in listening instruction, limited attention has been given to the use of short video clips specifically to improve students' ability to identify specific information. Therefore, the present study focuses on the use of short video clips as an audiovisual medium to improve students' listening skills in identifying specific information. The present study focuses on the use of short video clips because their limited duration allows listening activities to be more focused and manageable in the classroom. Short clips can be selected according to the students' proficiency level and the specific listening skill being targeted. In this study, the selected clips are used to provide spoken English in meaningful contexts and to encourage students to focus on identifying specific information, such as names, places, numbers, activities, and other relevant details.

Based on the discussion above, the present study focuses on the use of short video clips as an audiovisual medium to improve students' listening skills, particularly their ability to identify specific information in spoken English. Unlike previous research that has focused on the use of full-length films or subtitles, this study specifically examines the use of short video clips in a quasi-experimental setting involving an experimental group and a control group. Therefore, this study aims to investigate whether the use of short video clips significantly improves students' listening skills in identifying specific information at STKIP Muhammadiyah Aceh Barat Daya.

The research question of this study is: "Does the use of short video clips significantly improve students' listening skills in identifying specific information at STKIP Muhammadiyah Aceh Barat Daya?"

METHOD

Research Design

This study employed a quantitative approach using a quasi-experimental research design. The quantitative approach was selected because the study aimed to measure the improvement of students' listening skills in identifying specific information through numerical data obtained from pre-test and post-test results. According to Creswell (2012), quantitative research involves collecting and analyzing numerical data to examine relationships, differences, or effects among variables. In the present study, the quantitative approach was used to determine whether the use of short video clips had a significant effect on students' listening skills in identifying specific information.

Specifically, this study employed a pre-test and post-test control group design. The design involved two groups, namely an experimental group and a control group. The experimental group received treatment through the use of short video clips, whereas the control group received conventional listening instruction. The quasi-experimental design was selected because the participants were drawn from existing groups and were not randomly assigned individually to the experimental and control groups.

Before the treatment, both groups were administered a pre-test to determine their initial listening ability in identifying specific information. The experimental group then received listening instruction using short video clips, while the control group received conventional listening instruction. After the treatment, both groups were administered a post-test to measure their listening performance. The results obtained from the pre-test and post-test were compared to determine whether the use of short video clips significantly improved students' listening skills in identifying specific information.

The research design can be illustrated as follows:

Table 1. Pre-test and Post-test Control Group Design

Group	Pre-test	Treatment	Post-test
Experimental Group	O ₁	Short Video Clips (X)	O ₂
Control Group	O ₃	Conventional Listening Instruction	O ₄

Participants

The participants of this study consisted of 30 students from the sixth and eighth semesters of the English Education Department at STKIP Muhammadiyah Aceh Barat Daya. The participants were selected as the sample of the study and were divided into two groups, namely an experimental group and a control group. The experimental group received listening instruction using short video clips, while the control group received conventional listening instruction. The participants were selected because they had received English language instruction and had sufficient background knowledge to participate in the listening activities conducted in the study. The use of two existing groups was consistent with the quasi-experimental design, in which the participants were not randomly assigned individually to the experimental and control groups.

Research Instrument

The instrument used in this study was a twenty-item multiple-choice listening comprehension test designed to measure students' ability to identify specific information in spoken English. The test was developed based on Buck's (2001) concept of listening comprehension, particularly the ability to identify and understand specific information from spoken language. The test focused on students' ability to identify explicit details presented in the listening materials, such as names, places, numbers, times, activities, objects, and other relevant information.

The test consisted of 20 multiple-choice questions. Each correct answer was assigned a score of 5, while an incorrect answer received a score of 0. Therefore, the maximum total score was 100. The students' final scores were calculated by multiplying the number of correct answers by 5.

Before the instrument was administered to the participants, the test items were reviewed by an expert to ensure their content validity and appropriateness. The expert review focused on the relevance of the questions to the research objectives, the clarity of the test items, the appropriateness of the language used, and the alignment of the test items with the listening skill of identifying specific information. The expert's comments and suggestions were considered in revising and finalizing the instrument before it was administered to the participants.

The pre-test and post-test measured the same listening skill, namely, identifying specific information. However, different but comparable listening materials and questions were used for each administration to minimize memorization effects and to ensure that the tests accurately measured students' listening performance before and after the treatment.

Treatment

The treatment was conducted for the experimental group through the use of four short video clips. The video clips were selected based on their relevance to the research objectives, the students' proficiency level, and their suitability for developing students' ability to identify specific information in spoken English. The selected clips presented spoken English in meaningful contexts and contained specific information that students were required to identify while listening. The use of four different short video clips was intended to provide students with varied listening input and repeated opportunities to practice identifying specific information from spoken English.

The treatment was conducted through a series of listening activities using the four selected short video clips. Each video clip was presented separately, and students were instructed to pay attention to specific information contained in the spoken dialogue. The information included names, places, numbers, times, activities, objects, and other relevant details. After listening to each video clip, students answered questions related to the specific information presented in the video. These activities were designed to direct students' attention toward relevant details in spoken English and to gradually develop their ability to identify specific information.

During the treatment, the students first listened to and watched the selected short video clip. They were encouraged to focus on the spoken dialogue and identify the information required by the

listening task. After viewing each clip, the students completed listening comprehension questions related to the content of the clip. The researcher then discussed the answers with the students and provided clarification when necessary. This procedure was repeated for each of the four short video clips so that students received repeated practice in identifying specific information from different spoken contexts.

The visual context provided by the short video clips, including facial expressions, gestures, actions, objects, and situational settings, was expected to support students' understanding of the spoken content. The combination of auditory and visual input allowed students to connect spoken information with the context in which the language occurred. Through repeated exposure to four different short video clips and focused listening activities, students were expected to improve their ability to listen carefully and identify specific information in spoken English.

In contrast, the control group received conventional listening instruction without the use of short video clips. The control group participated in regular listening activities using conventional listening materials and procedures. Both groups received instruction related to the same listening objective, namely identifying specific information, but only the experimental group received the treatment through four short video clips.

Research Procedure

Second, the experimental group received listening instruction using four short video clips, while the control group received conventional listening instruction. The treatment for the experimental group was conducted using four different short video clips. Each clip was presented separately and followed by listening activities designed to measure students' ability to identify specific information. Students were asked to pay attention to details such as names, places, numbers, times, activities, objects, and other relevant information presented in the spoken dialogue. After watching and listening to each clip, students answered questions related to the specific information contained in the video. The researcher then discussed the students' answers and provided clarification when necessary. The same procedure was applied to all four short video clips to provide students with repeated and varied practice in identifying specific information from spoken English. Meanwhile, the control group completed listening activities using conventional instructional materials and procedures without the use of short video clips.

Data Analysis

The data collected from the pre-test and post-test were analyzed quantitatively using the Statistical Package for the Social Sciences (SPSS) version 27. First, descriptive statistics were used to summarize the students' performance, including the mean, standard deviation, minimum score, and maximum score for both the experimental and control groups.

Second, the Shapiro-Wilk test was conducted to examine the normality of the data. The Shapiro-Wilk test was selected because the number of participants in each group was fewer than 50 students. The data were considered normally distributed if the significance value was greater than 0.05.

Levene's test was also conducted to examine the homogeneity of variance between the experimental and control groups.

After the assumptions of normality and homogeneity were examined, inferential statistical tests were conducted. An independent-samples t-test was used to compare the pre-test scores of the experimental and control groups to determine whether the two groups had comparable initial listening abilities before the treatment. A paired-samples t-test was conducted separately for the experimental and control groups to examine the differences between the pre-test and post-test scores within each group.

Furthermore, an independent-samples t-test was used to compare the post-test scores of the experimental and control groups to determine whether there was a significant difference in students' listening performance after the treatment. The significance level was set at 0.05. If the significance value (Sig. 2-tailed) was less than 0.05, the null hypothesis (H_0) was rejected and the alternative hypothesis (H_1) was accepted. Conversely, if the significance value was greater than 0.05, the null hypothesis was not rejected.

The results of the statistical analyses were interpreted to determine whether the use of short video clips significantly improved students' listening skills in identifying specific information at STKIP Muhammadiyah Aceh Barat Daya.

Research Hypothesis

The hypotheses of this study were formulated as follows:

H_0 (Null Hypothesis): The use of short video clips does not significantly improve students' listening skills in identifying specific information at STKIP Muhammadiyah Aceh Barat Daya.

H_1 (Alternative Hypothesis): The use of short video clips significantly improves students' listening skills in identifying specific information at STKIP Muhammadiyah Aceh Barat Daya.

RESULT AND DISCUSSION

The results presented in Table 3.1 show that the mean score of the control group increased from 26.67 in the pre-test to 52.33 in the post-test. Meanwhile, the mean score of the experimental group increased from 44.33 in the pre-test to 73.33 in the post-test. These results indicate that both groups demonstrated improvement in their listening performance. However, the experimental group showed a greater increase in mean scores after receiving instruction through short video clips.

Before conducting the inferential statistical analysis, a normality test was performed to determine whether the data were normally distributed. The Shapiro-Wilk test was used because the number of participants in each group was fewer than 50. The data were considered normally distributed if the significance value was greater than 0.05.

Table 2. Results of the Normality Test Using the Shapiro-Wilk Test

Tests Of Normality			
Class	N	Sig.	Description
Pretest – Control Class	15	0,122	Normal
Posttest – Control Class	15	0,141	Normal
Pretest – Experiment Class	15	0,246	Normal
Posttest – Experiment Class	15	0,445	Normal

The results of the Shapiro-Wilk test show that the significance value for the pre-test of the control group was 0.122, while the post-test of the control group obtained a significance value of 0.141. For the experimental group, the pre-test and post-test obtained significance values of 0.246 and 0.445, respectively. Since all significance values were greater than 0.05, the pre-test and post-test scores of both the control and experimental groups were normally distributed. Therefore, the data met the normality assumption required for further parametric statistical analysis.

A homogeneity test was conducted using Levene's test to determine whether the variances of the control and experimental groups were homogeneous. The data were considered homogeneous if the significance value was greater than 0.05.

Table 3. Results of the Homogeneity Test

Test of Homogeneity of Variance				
	Levene statistic	df1	df2	Sig.
Pre-test	5,912	1	28	0,022
Post-test	0,586	1	28	0,450

The results of Levene's test show that the significance value for the pre-test was 0.022, which was lower than 0.05. Therefore, the pre-test scores of the control and experimental groups did not have homogeneous variances. In contrast, the significance value for the post-test was 0.450, which was greater than 0.05. This indicates that the post-test scores of the control and experimental groups had homogeneous variances.

After the normality and homogeneity tests were conducted, inferential statistical analysis was performed to examine the effect of using short video clips on students' listening skills in identifying specific information.

An independent-samples t-test was used to compare the pre-test scores of the control and experimental groups and to determine whether the two groups had comparable initial listening abilities. The independent-samples t-test was also used to compare the post-test scores of the two groups after the treatment.

The results of the independent-samples t-test for the post-test showed a significance value (Sig. 2-tailed) of 0.000, which was lower than the significance level of 0.05. Therefore, the null hypothesis (H_0) was rejected and the alternative hypothesis (H_1) was accepted. This result indicates that there was a statistically significant difference between the post-test scores of the experimental and control groups.

Therefore, the use of short video clips significantly improved students' listening skills in identifying specific information at STKIP Muhammadiyah Aceh Barat Daya.

Table 4. T-Test For Equality Of Mean

t-test for Equality of Mean							
	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
						Lower	Upper
Post-test	7.025	28	,000	21.000	2.989	27.124	14.876

Discussion

This study aimed to investigate whether the use of short video clips could improve students' listening skills in identifying specific information at STKIP Muhammadiyah Aceh Barat Daya. The findings showed that both groups improved their listening performance after the treatment. The mean score of the experimental group increased from 44.33 in the pre-test to 73.33 in the post-test, while the control group increased from 26.67 to 52.33. Although both groups showed improvement, the experimental group achieved a higher post-test mean score. Furthermore, the independent-samples t-test showed a significance value of 0.000, which was lower than 0.05. Therefore, the null hypothesis was rejected and the alternative hypothesis was accepted. This result indicates that the use of short video clips significantly improved students' listening skills in identifying specific information.

The improvement found in the experimental group can also be understood from the perspective of listening instruction. Ur (1984) emphasizes that listening activities should have clear purposes and encourage learners to focus on the information they need to understand. In the present study, students in the experimental group were required to listen to four short video clips and identify specific information presented in the spoken dialogue. The focused nature of these activities may have helped students direct their attention toward relevant details rather than attempting to understand every word. This is also consistent with Nation and Newton (2009), who emphasize the importance of providing learners with meaningful listening input and opportunities to practice listening for specific purposes. The repeated practice provided through four short video clips may therefore have contributed to the improvement of students' listening performance.

The findings can further be explained through the role of contextual information in listening comprehension. Flowerdew and Miller (2005) argue that learners use both linguistic and contextual knowledge to construct meaning from spoken language. In this study, the visual context provided by the short video clips may have helped students interpret the spoken messages and identify specific information. Brown (2004) also highlights the importance of listening sub-skills, including the ability to identify particular details from spoken language. The improvement in the experimental group's performance may therefore indicate that the focused listening activities helped students develop this specific listening sub-skill. Furthermore, the use of engaging audiovisual materials is consistent with Harmer (2007), who emphasizes the value of appropriate materials in creating meaningful and engaging

language learning experiences. Thus, the combination of spoken language, visual context, and focused listening tasks may have supported students in processing spoken English and identifying relevant information more effectively.

The improvement in the experimental group may be explained by the audiovisual nature of short video clips. Students were exposed not only to spoken English but also to visual information, such as facial expressions, gestures, actions, objects, and situational contexts. These visual cues may have helped students understand the spoken content and identify specific information more easily. This finding supports Mayer's (2009) Cognitive Theory of Multimedia Learning, which explains that learners process information through auditory and visual channels. When these two forms of information are meaningfully integrated, learners may develop better understanding of the learning material.

The findings are also consistent with Buck (2001), who views listening comprehension as an active process involving linguistic and contextual knowledge. In this study, students were required to listen carefully and identify details such as names, places, numbers, activities, and other relevant information. The use of four short video clips provided repeated opportunities for students to practice this listening skill in different contexts. Similarly, Richards (2008) emphasizes the importance of exposing learners to meaningful and authentic spoken English. Through short video clips, students could experience pronunciation, intonation, vocabulary, and speaking speed in contextualized communication.

The findings also support Vandergrift and Goh's (2012) view that listening is an active and strategic process. Students needed to focus their attention, monitor their understanding, and use contextual clues to identify the information required by the listening tasks. The use of short video clips may have encouraged students to become more active listeners rather than simply receiving spoken language passively. Rost (2011) also explains that listening involves constructing meaning by predicting, interpreting, and verifying information, processes that may have been practiced through the listening activities in this study.

The results are in line with previous studies on audiovisual materials. Hayati and Mohmedi (2011) found that films could support EFL learners' listening comprehension by providing meaningful audiovisual input. Ebrahimi and Bazaee (2016) also demonstrated the potential of movies as a medium for improving learners' comprehension. Amalia et al. (2019) further reported that audiovisual materials could support listening instruction by combining authentic spoken language with visual and contextual information. The present study extends these findings by focusing specifically on short video clips and students' ability to identify specific information. The shorter format allowed the listening activities to be more focused and manageable while providing students with repeated practice using four different clips.

The significant difference in post-test scores between the experimental and control groups suggests that short video clips may be a useful alternative to conventional listening instruction.

However, the findings should be interpreted carefully because the experimental group had a higher pre-test mean score than the control group, and the pre-test homogeneity test showed a significance value of 0.022, indicating unequal variances. Therefore, the results suggest a positive effect of the treatment but should not be interpreted as evidence that short video clips were the only factor responsible for the difference in post-test performance.

From a pedagogical perspective, the findings suggest that English lecturers can incorporate short video clips into listening instruction, particularly when the learning objective is to identify specific information. Teachers can select appropriate clips and design focused questions about names, places, numbers, activities, and other relevant details. The use of four short video clips may also provide students with varied and repeated listening practice while maintaining their attention and engagement.

Nevertheless, this study has some limitations. The sample consisted of only 30 students from one institution, and the experimental and control groups had different initial performance levels. The treatment was also conducted within a limited period using four short video clips. Future studies should involve larger samples, longer treatment periods, and statistical procedures that can control for initial differences between groups. Future researchers may also compare short video clips with other audiovisual materials or examine their effects on other listening sub-skills.

Overall, the findings demonstrate that the use of short video clips can significantly improve students' listening skills in identifying specific information. By combining spoken English with meaningful visual contexts and focused listening tasks, short video clips can provide learners with opportunities to develop their ability to process spoken language and identify relevant details. Therefore, short video clips can be considered a useful and engaging medium for supporting listening instruction in EFL classrooms.

CONCLUSION

This study investigated the use of short video clips in improving students' listening skills in identifying specific information at STKIP Muhammadiyah Aceh Barat Daya. The findings showed that both the experimental and control groups improved their listening performance after the instructional process. However, the experimental group achieved a higher post-test mean score, increasing from 44.33 to 73.33, compared with the control group, which increased from 26.67 to 52.33. Furthermore, the independent-samples t-test showed a significance value of 0.000, which was lower than 0.05. Therefore, the alternative hypothesis was accepted, indicating that the use of short video clips significantly improved students' listening skills in identifying specific information.

The findings suggest that short video clips can be an effective and engaging audiovisual medium for listening instruction. By combining spoken English with visual and contextual information, short video clips can help students focus on and identify specific details in spoken language. The use of four short video clips also provided students with repeated opportunities to practice listening in different

contexts. Therefore, English lecturers may consider incorporating carefully selected short video clips and focused listening tasks into EFL listening instruction.

However, the findings should be interpreted with consideration of the differences in students' initial performance between the two groups. Future research is recommended to involve larger samples, longer treatment periods, and statistical procedures that can better control for initial differences between groups. Further studies may also examine the use of short video clips in developing other listening sub-skills or compare different types of audiovisual materials. Overall, this study demonstrates that short video clips have potential as a useful instructional medium for improving students' listening skills, particularly in identifying specific information in spoken English.

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